



At-Home Activities

KINDERGARTEN LITERACY READINESS: LATE EMERGENT READER STAGE

Parents or Guardians, here are some beneficial and fun activities you can do at home to help your child become more successful in reading. Short sessions seem to work best, and these simple activities can be worthwhile and enjoyable for both your child and you. Being successful in reading can help your child do well all through the school years.

ACTIVITY	SKILL ACCESSED
Model reading by pointing with your finger. Follow the words with your finger from left to right as you read them. Mention what you are doing as you move your finger along.	Pages are read from left to right and top to bottom.
Make a card game using pictures of things that are important to the child. Using pictures from magazines, catalogs, etc., create a set of cards with pictures (for example, pictures of a cat, a dog, and a pig). Make another set of cards with a label of each of the pictures (for example the words cat, dog, and pig). Make a game of matching the labels to the pictures.	Understand printed words carry meaning.
Make a frame out of a piece of cardboard or a 3 × 5 card. Cut the center out of the card so that when the card is placed over one of the words in a sentence, only one word shows through. Have the child move the frame over each of the words to show just one at a time.	Understand words are separated by spaces.
Write a letter on an index card or piece of paper (for example, write the letter M). Next, say, "I'm thinking of this letter and it makes the sound /mmmmmm/. What letter is it?"	Recognize and name all upper- and lowercase letters of the alphabet.
Share a book with repeated rhyming phrases (for example, Brown Bear, Brown Bear, What Do You See? or any Dr. Seuss type story) aloud with the child. Stress the rhyming words and encourage the child to find additional words that rhyme. (For example, "Brown bear, brown bear what do you see? I see a green frog looking at me. Which word rhymes with see?").	Recognize rhyming words.



PARKLAND SCHOOL DISTRICT
Educating for Success, Inspiring Excellence.

ACTIVITY	SKILL ACCESSED
<p>Share a book with repeated rhyming phrases (for example, Brown Bear, Brown Bear, What Do You See? or any Dr. Seuss type story) with the child. Leave off the final rhyming word within a phrase and help the child fill in the missing rhyming word (for example, “Brown bear, brown bear what do you see? I see a green frog looking at ____.”).</p>	<p>Produce rhyming words.</p>
<p>Say the child’s name syllable by syllable while clapping it out (for example, “Ni-co” [clap, clap]). Ask the child to say and clap his or her name along with you. After his or her name has been clapped, ask, “How many claps (syllables) did you hear?” Add the last name and clap both names out. Do this with other names of varying lengths the child knows.</p>	<p>Count syllables.</p>
<p>Ask the child to listen carefully as you pronounce and pause slightly between the syllables in words. Have the child repeat the word without the pause (for example, you say “hap/py,” and the child responds with happy). Do this for other word examples, such as el/e/phant—elephant or kit/ten/—kitten. Take turns saying other words in syllables or as a whole word.</p>	<p>Pronounce syllables.</p>
<p>Prepare cards with pictures of common words having more than one syllable such as lion; tiger; monkey; umbrella. Take turns picking a card and saying the word in syllables: li/on; ti/ger; mon/key; um/brel/la. The other player then says the word without pausing between syllables.</p>	<p>Blend syllables.</p>
<p>Draw a hopscotch board with sidewalk chalk. Take turns coming up with words and ask the child to figure out how many syllables are in the word. For example, in hamburger /ham//bur//ger/—there are three. The child then jumps that many spaces on the hopscotch board.</p>	<p>Segment syllables.</p>
<p>Share There’s a Wocket in My Pocket (Seuss, 1974) with the child. In the story, beginning sounds of everyday objects are substituted as a child talks about made-up objects around the house, such as the “zamp in the lamp.” The child can make up his or her own objects such as the “zook in my book” or a “floom in my room.”</p>	<p>Blend onsets and rimes.</p>

ACTIVITY	SKILL ACCESSED
<p>Share <i>There's a Wocket in My Pocket</i> (Seuss, 1974) with the child. In the story, beginning sounds of everyday objects are substituted as a child talks about made-up objects around the house, such as the “zamp in the lamp.” The child can make up his or her own objects such as the “zook in my book” or a “floom in my room.” Next, say the new word by separating the first sound from the rest of the word: There’s a /z/amp in the /l/amp and so on with the rest of the words you’ve made up.</p>	<p>Segment onsets and rimes.</p>
<p>Play a story game with the child. Tell this story about a troll who likes to speak in sounds: Once upon a time, there was a wonderful little troll who loved to give children presents. However, the troll always wanted children to guess what the present was before he gave it to them. He spoke in his own special way. When he shared what the gift was, he would say the sounds “/b/-/i/-/k/” instead of “bike.” Once the child guessed the troll’s gift, the troll would be very excited. I will pretend to be the troll and I will name a surprise for you. When you figure out what it is, it will be your turn to think of a surprise for me.</p>	<p>Isolate and pronounce the initial sounds (phonemes) in three-phoneme words.</p>
<p>Play a story game. Tell this story about a troll who likes to speak in sounds: Once upon a time, there was a wonderful, little troll who loved to give children presents. However, the troll always wanted children to guess what the present was before he gave it to them. He spoke in his own special way. When he shared what a gift was, he would say “/b/-/i/-/k/” instead of “bike.” Once the child guessed the troll’s gift, the troll would be very excited. I will pretend to be the troll and I will name a surprise for you. When you figure out what it is, it will be your turn to think of a surprise for me.</p>	<p>Isolate and pronounce the medial vowel sounds in three phoneme words.</p>
<p>Play a story game with the child. Tell this story about a troll who likes to speak in sounds: Once upon a time, there was a wonderful, little troll who loved to give children presents. However, the troll always wanted children to guess what the present was before he gave it to them. He spoke in his own special way. When he shared what a gift was, he would say “/b/-/i/-/k/” instead of “bike.” Once the child guessed the troll’s gift, the troll would be very excited. I will pretend to be the troll and I will name a surprise for you. When you figure out what it is, it will be your turn to think of a surprise for me.</p>	<p>Isolate and pronounce the final sounds in three-phoneme words.</p>

ACTIVITY	SKILL ACCESSED
<p>Play a game involving the addition of sounds in words. Say something like this, “Add /m/ to /at/. What word did you make?” (mat) “Good, add /ch/ to the end of the word mat. What word did you make?” (match)</p>	<p>Add individual sounds (phonemes) in simple, one syllable words to make new words.</p>
<p>Create word families with the child. Use refrigerator magnets or letter cards (write the alphabet on paper and cut each letter out to make a card) to spell a word ending (-at). Have the child put other letters in front of the word ending to create rhyming words (pat, cat, mat, and sat).</p>	<p>Substitute individual sounds (phonemes) in simple, one syllable words to make new words.</p>
<p>As you shop for groceries, ask your child to tell you what sound each fruit or vegetable begins with.</p>	<p>Produce primary consonant sounds</p>
<p>Cut out known words from cereal boxes, can labels and yogurt containers. Use these individual words to talk about capital and lowercase letters. Talk about the sounds of letters (“The letter B says /b/”). Help the child read the words you’ve cut out.</p>	<p>Know one-to-one letter-sound correspondences.</p>
<p>Create a word book using strips of paper. Write these short words, one to a strip, leaving extra space at the end: at, cap, mad, Sam, can, Jan, pal, tap. Lay the strips on a table, and fold each strip back toward the word, barely touching the edge of the paper to the final consonant. Write the letter e on the flap. Staple the strips together to form a Silent e book and take turns reading each word in its first form and then folding the flap back to then read the word with -e on the end. Talk about how the -e changes the sound of the vowel from a short sound to a long one (for example, at becomes ate, cap becomes cape, etc.).</p>	<p>Associate long vowel sounds with common spellings.</p>
<p>Create a word book using strips of paper. Write these short words, one to a strip, leaving extra space at the end: at, cap, mad, Sam, can, Jan, pal, tap. Lay the strips on a table, and fold each strip back toward the word, barely touching the edge of the paper to the final consonant. Write the letter e on the flap. Staple the strips together to form a Silent e book and take turns reading each word in its first form and then folding the flap back to then read the word with -e on the end. Talk about how the -e changes the sound of the vowel from a short sound to a long one (for example, at becomes ate, cap becomes cape, etc.).</p>	<p>Associate short vowel sounds with common spellings.</p>

ACTIVITY	SKILL ACCESSED
Cut out known words from cereal boxes, can labels and yogurt containers. Use these individual words to talk about capital and lowercase letters. Talk about the sounds of letters (“The letter B says /b/”). Help the child read the words you’ve cut out.	Read high-frequency sight words.
Play Alphabet Charades: Choose a letter and act out words which begin with that letter sound (for example, choose the letter B and act out words like bee, baby, and bug). Encourage the child to name the beginning sound after he or she has guessed a few words.	Identify the sounds of letters.
On a piece of paper, write sets of three words. Two of them should be the same. One of them will be the same except for one letter (for example, hill, will, hill; bed, bed, bud; big, big, bit and so on. Ask the child which word is different.	Distinguish between similarly spelled words.
Choose a book that your child wants to read. Ask why he or she chose that book. Was it for fun? Was it to learn about something? After the book has been read, ask a question about what he or she enjoyed in the story or what was learned.	Read texts with purpose and understanding.
Read books with simple spelling patterns, such as The Cat in the Hat). Start by reading the first sentence of the book aloud. The child should read along silently. At the end of the sentence, give the child the chance to read the same sentence aloud while you follow along silently. Continue to read together, taking turns reading aloud. Provide help where needed and praise the child for his or her efforts. When it’s time, your child will be able to read some sentences first.	Read emergent-level texts.
While in the car or on the bus, play a game of thinking of MM words—words that have more than one meaning: for example, bat, bowl, can, foot, hand, park, and orange. Say the word and give one meaning. Ask your child to think of another meaning for it. Ask your child to come up with other examples.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
While grocery shopping, ask the child to find things which start with the same letter sound as his or her name (for example, “Tommy, I see tomatoes, turkey, and tape. Can you find something else which begins with the sound /t/?”).	Recognize, identify, and produce alliterative words.